DOCUMENT RESUME

ED 330 278 HE 024 366

AUTHOR Dixon, Terry P.; And Others
TITLE A Colloquium Concerning Syllabi (Killeen, Texas, November 1, 1990).
INSTITUTION Central Texas Univ., Killeen.
PUB DATE Nov 90
NOTE 59p.; Portions of Appendixes B and C contain marginally legible print. For a related document, see ED 319 306.
PUB TYPE Collected Works - Conference Proceedings (021) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Course Content; *Course Descriptions; *Course Evaluation; Course Objectives; Courses; Curriculum Development; Curriculum Problems; Higher Education; School Catalogs
IDENTIFIERS *University of Central Texas

ABSTRACT

The colloquium reported in this document was conducted as part of the assessment process of the University of Central Texas in an attempt to suggest qualities for effective syllabi. The colloquium resulted from a student perception survey conducted by the university in fall 1989 which indicated non-congruence between what was stated in the university syllabi and what actually occurred in a course. Following a copy of the colloquium announcement and a succinct introduction on its purposes and anticipated uses, is a brief review of the literature concerning syllabi which defines and discusses the definition, characteristics, and sections of a syllabus, philosophies for establishing syllabi, a student's perspective of a syllabus and course descriptions in relation to syllabi. Two subsequent sections comprise first, a transcript of presentations, comments, and questions by participants; and second, the results of an evaluation survey of the colloquium conducted in November 1990. Appended are an organizing memorandum for the colloquium; selected examples of syllabi mentioned in the colloquium; the evaluation survey; and a list of participants. (LPT)

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# A Colloquium Concerning Syllabi

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You are cordially invited to a

# COLLOQUIUM CONCERNING SYLLABI

**2:30 P.M., NOVEMBER 1, 1990**
**LIBRARY 209**

## INTRODUCTION
Dr. Terry P. Dixon

## ACADEMIC POINTS OF VIEW

## MANAGEMENT AND BUSINESS
**PADM 5311. Urban Planning**
Dr. Weldon J. Bowling

## APPLIED SOCIAL SCIENCES
**CJUS 3303. Advanced Criminology**
Dr. Darrel G. DeGraw

## TECHNOLOGICAL STUDIES
**CSCI 3310. Data Structures & Algorithm Analysis**
Mr. Roy F. Bonnett, Jr.

## OPEN DISCUSSION

## SUMMARY

## Introduction

The following documents and transcripts are the result of a University of Central Texas Colloquium Concerning Syllabi held November 1, 1990, at the University Library. The purposes of the Colloquium were:

1. To generate discussion concerning the construction of syllabi.

2. To provide a forum for sharing samples of syllabi being used by university faculty.

3. To encourage faculty to think critically about the design and functions of a syllabus.

4. To encourage a closer relationship between what is described on syllabi and what is actually being carried out during classes.

5. To provide a forum for affiliate faculty to participate in curricular improvement through an awareness of a variety of syllabi designs.

All documents used to plan and implement the colloquium are provided to encourage other universities to follow suit and make materials from their colloquium available to be shared. The results of "A Study of University of Central Texas Student Opinions Concerning Academic and Service Programs" may be found as ERIC document number ED 319306. A careful review of the recommendations resulting from the study will indicate the need which the Colloquium Concerning Syllabi was designed to address.

Results of an evaluation survey are also included in this document. Using the results of this survey, future colloquiums will be based upon suggestions offered by participates through the survey instrument.

## A Brief Review of Literature Concerning Syllabi

by Dr. Terry P. Dixon

The following is a synopsis of a brief review of literature to determine what researchers have to say about syllabi. Its purpose is to provide a base of factual information for review prior to the colloquium concerning syllabi. It is organized into five topics: What is a syllabus?; Characteristics of effective syllabi; Philosophies for establishing syllabi; A student's perspective of a syllabus, and; Course descriptions in relationship to syllabi.

### What is a Syllabus?

**Recent research confirms that adult as well as traditional students learn more effectively when they understand faculty intentions about course matters ( Lowther, 1989).** University and college faculty use a variety of techniques for communicating course plans and expectations to students. **One tool which is very effective for improving communications between the instructor and the student is the syllabus.** It serves as a planning device to organize a course and provides students with information about course content, instructors' expectations, the methods of instruction and evaluation, and the overall course rationale.

**A syllabus is a legal written covenant between faculty members and students (Altman, 1989).** It binds students, who wish to succeed in a course, and faculty to a path they should follow. Altman further states that if instructors wish to change the path, it is their prerogative, but that change becomes part of a revised syllabus and must be communicated in writing.

**Syllabi are also tools for faculty to minimize legal risks which may threaten their professional lives (Hollander, 1985).** This may be accomplished by taking a preventative law stance in the classroom and in all other dealings with students and is accomplished through the effective use of a syllabus.

### Characteristics of Effective Syllabi

Malcom Lowther (1989), through the Office of Educational Research to Improve Post Secondary Education, conducted research in an attempt to determine **what is included in an effective syllabus.** He examined syllabi from different academic fields and found a wide variability in format and content

ranging from one page listings, of student assignments, to ten page documents containing detailed information about course purposes and goals, textbooks, teaching techniques and the like. He concludes, as follows, there are ten basic sections of a syllabus.

**10 Basic Sections of a Syllabus**

**Basic Information**: Information about the instructor and course should be provided the student. This information provides a tone for the course and illustrates the instructors' commitment to student progress.

**Course Purpose, Goals and Objectives**: In his review of syllabi, Lowther found wide differences in how instructors described course purposes and goals. Some were stated in considerable detail while others made no reference to them at all. A statement about the course rationale and purpose should be used to effectively communicate between the student and instructor. The description can clarify expectations for students as it assists them to understand why they are in the class and how it fits into their educational plans.

**Educational Beliefs**: Faculty bring many different beliefs to a course; beliefs about students, beliefs about educational purposes and beliefs about the their teaching role. Instructors should include statements about their beliefs in these areas. By including this in a syllabus the instructor can strongly influence course planning and student behaviors concerning instruction. It can assist the student in understanding the instructors' expectations and why the expectations exist.

**Course Content Outline**: Instructors should consider providing a general topic outline the first class session, and a revised detailed outline which reflects greater detail in later sessions. Some instructors outline the course in considerable detail; others provide only a listing of broad topics to be covered. One problem with providing a detailed outline is that the course structure may be seen as inflexible and the instructor unable to accommodate student needs and interests.

**Assignments and Course Calendar**: The first part of a syllabus at which a student looks is the list of assignments, since these represent the workload for the semester. Students participating in Lowthers' study often commented that instructors did not describe expectations for work nor the relationship of assignments to course purposes in enough detail. By including this information you can assist students in understanding their academic responsibilities for the semester and reduce unwelcome surprises. The calendar assists students in planning their work for the semester.

**Course Textbook Information**: Textbooks represent the greatest academic cost to students after tuition. Instructors find textbooks important not only as a source of information, but as aids to assist students in organizing information. By describing the textbook and its relationship to course purpose, instructors communicate to the student its role in the instructional process. In Developing a Course Syllabus (1981) it is further stated that textbooks should not be selected for a course and then not used, a common student complaint.

**Supplementary Readings**: A list of supplemental readings should be provided at the outset of the course so that students may plan their reading for the semester. Providing supplementary readings at the last minute encourages students not to read them for comprehension.

**Methods of Instruction**: It is often beneficial to the students to describe the basic teaching techniques you will be using throughout the course and to relate the methods to course goals and student learning. By providing such a description, faculty assist students to become aware of their responsibilities as learners.

**Student Feedback and Grading Procedures**: Students are always concerned about how they will be evaluated and graded. By providing a description of these procedures you will reduce ambiguity about the grading process and how you will provide non-graded feedback to students.

Hollander (1985) supports this idea and further states that **teachers may use both subjective and objective criteria in grading. However, students should be informed of this criteria and how they will be weighted.**

**Learning Facilities and Resources for Students:** Instructors should also include a listing of learning resources and facilities which will be used for the course, and there hours of operation. Additional resources which are available to assist students, should they need tutoring, should also be included. The location of the library and the resources it can provide should be provided. Most libraries provide a printed brochure which can be attached to the syllabus and clearly identifies resources and services.

The complete results of Malcom Lowther's study is too lengthy to report here. The report is very thorough and useful to the novice or experienced instructor. It is well worth the reading. **A complete summary of his study can be accessed through ERIC (ED 314 997)** on microfiche, or if you prefer hard copy, it is available through the library.

Though Lowther's recommended components for an effective syllabus are

based upon research, others forward recommendations based upon their experience. In a handbook for instructors at Iowa Western Community College, Dick Jaeckel concluded that a course syllabus should include the following elements: General Course goals (Objectives); General Course Outline; Instructional Methods and teaching strategies; Course requirements; Evaluation procedures and grading policy; Class attendance policy; Resource bibliography; Handout materials list; Instructional objectives correlated with class session topics; Lecture/discussion outline; Instructor and student activities and finally Student assignments correlated with class session topics.

Hollander (1985) states that for legal reasons syllabi should include a brief outline of the course, requirements for class attendance, required reading, grading criteria and office hours. At the first class meeting instructors should present these expectations through the syllabus.

Ciofalo (1988) states that the perfect syllabus is one which continues to evolve, being responsive to the learning environment each time it is used. The static syllabus is one which drifts father and farther from perfection each year, often causing difficulties which would not be present if a syllabus wasn't even used. "The perfect syllabus is for the students; it provides a map through the course toward its stated objectives". He further states characteristics of the **"perfect" syllabus include: (1) it is devised in a curricular context, not as an isolated course; (2) it reflects awareness of the capabilities and the needs of the student who would normally take the course; (3) it provides an itinerary for a semester-long journey to a set of clear objectives; (4) it motivates students to embark on a great learning adventure; (5) its content makes up for curricular deficiencies by using product oriented projects; (6) if the project is process oriented, the syllabus indicates equal participation by all students on a basis that faculty can easily evaluate : (7) its format for the course draws on the strengths of the instructor, and; (8) the instructional methodology is not explicit in the syllabus. In short the perfect syllabus is a document which is consistently evolving from semester to semester.**

Not only is it important for instructors to provide students a copy of the syllabus at the outset of the course, but it is important, within reason, to follow it as closely as possible (Hollander, 1985). **Thus a syllabus should be**

**reflective of what will be accomplished during the semester, not a list of "maybes" or "if time allows".**

Philosophies for Establishing Syllabi

In Preparing Course Syllabi for improved communication, Lowther (1989) comments that he found seven basic philosophies used in establishing syllabi. It is helpful to be aware of these philosophies and which one, or combination, you use for a basis for constructing your syllabi. In this way it is possible to monitor syllabi planning to assure class activities, grading methods, etc. are not alien to the philosophy used to construct the syllabus. The following is a brief summary of Lowther's seven identified philosophies for constructing a syllabus.

**Vocational Goals:** Instructors who use this philosophy in the design of their syllabus believe education should provide students with knowledge and skills that enable them **to earn a living and contribute to societys' production.** They would say, "I believe a fundamental role for me as an instructor is to help students achieve their vocational goals".

**Great Ideas/Traditional Concepts**: This philosophy believes education should **emphasize the great products and discoveries of the human mind**. Thus, "I select content from my field to cover the major areas and concepts that important thinkers in the disciplines have illuminated. I consider my teaching successful if students are able to demonstrate both breadth and depth of knowledge in my field".

**Personal Enrichment**: "I organize my course so that students have a series of **personally enriching experiences**. To meet this broad objective, I select content which allows students to discover themselves as unique individuals and thus acquire personal autonomy. I discuss appropriate activities and content with students in an effort to individualize the course".

**Pragmatic Consideration**: The purpose of education and the types of ideas and skills that students are to learn are **determined**, for the most part, **by the college mission and available resources**. "I try to help students see the value of education. I would change significantly the way I arrange the content of my course if I had more flexibility".

**Systematic Instruction**: No matter what the course purpose, effective

teaching demands that instructors **attend closely to instructional processes**. Goals and objectives should be clearly stated and course procedures should be systematically designed to achieve the objectives. "In part, my success as an instructor depends on the degree to which students achieve the objectives by the end of the course".

**Effective Thinking**: This philosophy believes the main purpose of education is **to teach students how to think effectively**. As they interact with course content, students must learn general intellectual skills such as observing, classifying, analyzing and synthesizing. Such skills, once acquired, can transfer to other situations. In this way, students gain intellectual autonomy.

**Social Change**: The purpose of education is t**o make the world a better place** for all of us. Students must be taught to understand that they play a key role in attaining this goal. "I organize my course to relate its content to contemporary social issues. By studying content which reflects real life situations, students learn to adapt to a changing society and to intervene where necessary".

**Student Perspectives**

Recently in a publication entitled Policy Perspectives (1990), published by The Pew Charitable Trust, it was stated that "**the largest segment of the higher education market most concerned with good teaching is also the fastest growing, though at the same time the least visible and influential is the part-time adult and non-traditional learner**." Institutions which teach this market have a strong incentive to teach well, given that so many of these students are inherently skeptical and keenly aware of how well or poorly course materials answer their immediate needs. This being true, becomes very important to view the syllabus from the students' perspective. Here are some statements researchers have identified as being reflective of students' perspective.

When planning and developing a course the only clue that a student has as to the substance of the course before enrolling is the course description. **Nothing is more discouraging to a student than to enroll in a course that is believed will cover certain topics, only to find out that the instructor decided not to follow the course description**. In most cases this is not apparent to the student until it is too late to drop the course (Developing a ....,

1981).

Lowther (1989) found that when instructors were discussing courses with students, they frequently approached him with questions such as, "Why do I have to take this course?", What am I going to learn in it?", What is in it for me?", How does this course relate to my interests?". This, Lowther suggests, tells the instructor that **an effective syllabus explains to students the rationale and purpose of the course in terms of these questions.**

Other researchers (Policy Perspectives, 1990) point out that the adult learner intuitively asks the right questions. These "right questions" include, "Is this course worth the time I spend away from my family and other responsibilities?", "Should I come again next week or forget it?", Will these people deliver the kind of quality educational programs their brochures promise?". As conscientious instructors with the heavy burden of delivering against this back drop, it becomes very important to devote the time to ask ourselves as we prepare syllabi, are we providing an answer to these questions which responds positively to these questions, or are we planning our syllabus in isolation from the students' perspective?

**Course Descriptions in Relationship to Syllabi**

Finally, it is incumbent on an institution to be sure that the institutional catalog clearly and accurately describes all academic requirements, and **that these requirements match what is stated in course syllabi.** Course descriptions should be accurate and reflect what is actually taught, as well as accurately inform the student of the prerequisites enforced for enrolling in the course (Hollander, 1985).

Institutions which use part-time instructors have an additional responsibility to monitor instruction delivered by part-time instructors to ensure the courses truly reflect the descriptions stated in the catalog, and more importantly, expected of the planned curriculum. **Course content should not be allowed to become decided through unilateral and independent planning of individual instructors. It is important to remember that courses are not independently isolated experiences teaching an isolated subject, but courses are a piece of a broader set of experiences which collectively lead to the understandings and skill of a particular field of study which we call a curriculum.** The collective series of experiences we

call the curriculum are simply organized into more digestible units we call courses. Much as a house is built with individual bricks, so is the curriculum built with individual courses.

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**A special thank you to Mrs. Loretta Condell for editing and making suggestions which improved this document.**

Notes from Colloquium held November 1, 1990

Dr. Dixon (Vice President for Academic Affairs) - Thank you for attending. The purpose of this colloquium is for sharing and discussing syllabi so we may be better informed on the characteristics of an effective syllabus. After participating in the colloquium, participants should be more knowledgeable of characteristics of an effective syllabus, know reasons for including various components and able to generate ideas to make a syllabus more effective.

Presenter #1 Ms. Guthrie (University Librarian) - I just want to bring to you what the Library Committee has been working on: a way to integrate what you are providing in the classroom and what is available in the Library. Starting with Mr. Bonnett's division, we have received syllabi dealing with library assignments and materials. We would like to receive everyone's syllabi as a part of our outcome study.

The actual use of library materials is for training more than anything else. I think it should also bring in the aspect of critical thinking. Students should plan search strategy and learn how to develop those and how to use manual systems and online systems. To emphasize that further, we are preparing a CD-ROM disk catalog of our books. In other words, we are closing our catalog eventually, and it will also be on line.

In regards to accrediting agencies and their requirements, Middle States Association has written requirements that institutions in their area have to provide mandatory bibliographic instructions. Keep in mind, in every program some

way to develop student ability is using library materials. For example, I have received a request form Dr. Moseley on a good definition of, " What is the difference between professional and popular journals? There is student confusion regarding APA and research journals. I will be providing such definitions and other information for possible inclusion in that division's syllabi.

Presenter #2 Dr. Bowling (Division of Management and Business) A professor said in one of his writings about syllabi, he was talking about some of the problems that are common in syllabi so let's talk about commonality in syllabi. We should keep in mind it does bring fourth the personality of the professor. Students complained all syllabi were generic except for assignments. A lot of changing attitudes towards courses because the professor was trying to maintain the syllabi or course and having a difficult time in presenting material because it wasn't the way the instructor would teach. It raises some of the questions about a syllabus being dictated to you, it just happened a University in Florida raised the question about academic freedom -- being able to develop a course.

Some things in syllabi we do look for: Course Objectives should be well stated but not too long. This division has one syllabus that is 8 pages long. By the time students get through reading it, the course is over with and they can't follow it. Course Objectives should be briefly stated, not too specific or it won't give any leeway to change if it is a contemporary type of subject. Tell how the course will be presented plus assignments. Legal aspect is the scholastic integrity that gives

you something you can rely on if the student is caught cheating and also tells them it may not be used to satisfy requirements for another course at UCT. Attendance is getting strict and grading must be adhered to. UCT has no make-up exam policy, A good idea if UCT were a larger University. Incomplete Grades - Six years ago UCT had a whole page of students receiving incomplete grades. We had no real policy about stemming incomplete grades. Last semester, we were down to six or seven.

Instructors reserve the right to change any part of the syllabus. This gives instructors leeway if falling behind or getting ahead. It gives the instructor leeway to change it but also puts obligations on the instructor. It is also proof that the syllabus is being adhered to.

Course Outline/Class Schedule gives the student a chance to read ahead. If the student is in the "field" or somewhere else and we don't violate the syllabus, the student can keep up with reading or anything else that needs to be carried on. We get a direct impact, on the syllabus, from students, first they read it and they're not too critical about it but in the end, it might give us some feedback that will show us what the syllabus is lacking. Over a period of time we can use these judgements, since they've used the syllabus for an entire semester, and call that a good value judgement. In the end, we'll be able to make our syllabus look more improved, more sensitive, more responsible and more accurate.

Presenter #3 Dr. De Graw (Division of Applied Social Sciences) - While we're talking about syllabi, we're making some assumptions, one is that we're assuming the students read the

syllabi. We have a different type of student than a normal school -- our student's age and experience. A comment that came across the desk said, "Adult education is a process through which learners become aware of significant experiences. Recognition is significance leads to in evaluation. Meanings acompany experience when we know what is happening and what importance the event includes for our personalities."

What we're saying is that when we're working with our type students, we're working with more than just a teaching process, we're working with their past experiences within a classroom setting. We're involving them more to the extent than classroom work. This is important when you're writing your syllabi and when you're writing your objectives. Think about what these objectives are going to mean within their framework. Dewey wrote, "The trained mind is one that best grasps the degree of observation, forming of ideas, resolving and experimental testing required in any special case, and that profits the most in future thinking by mistakes made in the past. What is important is that the mind should be sensitive to problems and skilled in methods of attack and solution."

In developing my syllabus, this is what works for me: Course Description is taken straight from the catalogue and I simply remind the students that they already know this. Of course, and you already know this, the students first turn to the course requirements. If you want to, you can keep that page out and hand it out later. Course Objectives need to be written in a positive manner. You should not say if they complete my course, but "Upon successful completion of this course, the students will

be able to:" Objectives should be measurable to some extent. I don't have time to go into that much detail but there should be a way of testing the students to be sure that they are meeting the objectaives. I am just as guilty as anyone else on this issue.

Course text plus recommended readings - I have had courses in whereas I just can't find the right book, so I tell the students from the beginning that we're not going to have a text book to follow. I am trying to develop a basic course glossary-for each course. Some are available in the textbooks.
It seems there is a lot of duplication of requirements. When I came here evey course required a student to write a term paper. This gets to be redundant. The students who do well on paper writing do well in all the classes. People who have trouble expressing themselves don't do so well. I don't like having the students all do the same thing in their classes. Some students just change the title and hand in the paper to the next instructor. I make a rule in my classes of having different requirements in each class so they have different opportunities to do different things. I have essays and term papers and I require problem solutions. You have your own area; I have the Criminal Justice (C.J.) system. If they're going to complain about the C.J. system, you have to know two things, enough about the system to handle the complaints and then to offer some type of solution. The students should be able to talk to neighbors about the system and explain it so eveyone understands it. Then come up with a viable solution.

Participation is a tough requirement to evaluate. I may mess around with a few points, not enough to change anyone's

grade but it reinforces what the grades show. A student who cares will attend. Attendance is kept because it is required, I may give a few points, but generally a student who misses a lot has problems with the examinations too.

Grading - I never hit 89 or 90 exactly. I put grades in numerical sequence and they grade themselves. I put grades in numerical sequence and the students separate themselves. I tell the students that by looking at them they all about the same amount of intelligence and they all have the same ability, some just study harder. Therefor, they separate themselves naturally. If there's 5 A's and 16 B's, I'm happy. If there one A and 20 B's, I am still happy. But by looking for the large separation, students cannout come out with 89.

Every once in a while I'll have a student who will disappear. I give some guidelines in my syllabi for dropping classes. I also mention the plagiarism and cheating clause from the catalogue. Not because students cheat but because it established the expectations. And students will measure up to your expectations.

The Course Outline is a guide and I tell the students that. I don't always keep on tract, but at test time, I make sure we're all on the same schedule. The types of tests I give are multiple choice, essay, matching and true and false. On essay, I'm looking for a certain point so they aren't just writing anything and expecting a good grade. I also give my students my home phone number. I have no problems with students calling me at home regarding having to miss class or some other personal problem.

Presenter #4 Mr. Bonnett (Division of Technological Studies - I do not believe there is a perfect syllabus. Course descriptions, course objectives, course calendar, course requirements, text and course materials, course grading and personal information and the caveat, let the class know it's going to be changed.
Course Description - I typically take this right out of the catalogue and if I need to emphasize something, I do so. If a pre-requisite is needed, they have to have it or there is no way they can pass the course.

Course Objectives - Anything that you do in the classroom should revert back to the course objectives and I have gone so far in my syllabus to indicate how these objectives are assessed. Research papers under objectives; Instructional materials, the book, of course, optional items and handouts. I make a note at the bottom of the page stating, "Lost Program is no excuse." When I first came here, students' favorite excuse was, "I lost my program." My favorite response, "Did you back it up?" "No." "Well, I'm sorry." I have had no lost programs since. So, it's little things you have to think ahead of where students are concerned. Let us talk about Learning Objectives. Let us talk about methods of assessment: facts, ideas, principles, capabilities, skills and techniques. What is the standard test? This is the part we frequently leave out. A program may run but you'll not get an "A" just because it runs. Standard analogy appears to be three primary functions of learning objectives. Students read them and adhere to them and it gives you something to fall back on, emphasizing a particular objective.

Instruction Planning - Objectives should sequence. Sequence

of the lesson plan, most lesson plans where you address at the beginning of the class - this is what we're going to cover. We should communicate to others what we're using, time, money and facilities for as evidence of success. I like to see students succeed. I come up with objectives I know they can get right. A programming problem can be very simple and gives them a sense of accomplishment. When they know they can do something right, they can go on from there. I think this is more a teaching technique than anything else. Objectives must be measurable. How are you going to measure it? Giving conditions, standard analogy I referred to earlier, situation, standards indicating quality or quantity. In the Airway Science program, there is no 7 out of 10, it's 10 out of 10 or you fail. The magic number "3 strikes and you are out," doesn't fit everything we do. In aviation you only get one chance. As you drive home, you cannot make a mistake, you cannot make a gross error. It's 10 out of 10.

Behavioral Objectives are relatively simple to write. Give them something to do, give them the equipment to do something with and say what the standard is. Now we are starting to get into the cognitive areas, social science, theory type things. Concept is really what I am looking at here. Students should know that proper timing can affect cognitive relations. Timing is everything. Students should understand set theory. Conditions may be prerequisites for performing cognitive skills but they're not always required. Often it is necessary to teach students how to apply their ideas analyzing the situation creating communication in a problem. Many times what I do is show them an example of what I want them to do. Then they get

the idea. It becomes a little more concrete. Are you going to measure it in research, test questions, class participation or homework.

Contract Grades - What is class participation? If you're not in class, you can't participate very well. I don't like giving "make work" or ungraded homework, students can get overloaded. Class arrival - another pet peeve and class participation. Some years ago we graduated a student who should have been let go but we didn't have a syllabus to back up class participation to legitimately fail the student.

Mr. Myrah to Mr. Bonnett - When you say, "No exceptions," it looks like we make all the exceptions in the world and I wonder when we put, "must administratively withdraw." I wonder if we're not over doing it, making these concrete statements. I have a feeling there are so many exceptions and it's a judgement call on us. Are we really saying something that we aren't.

Mr. Bonnett - I gave an exam the other night and someone missed it and he received a "0."

Mr. Myrah - I agree you have that right, I'm just saying that when you have someone who is pregnant or leaves early, you give a little exception. We're really not being hard nosed. I made exceptions because of a student's condition. When you make hard, fast rules, if you can't defend them you shouldn't put them in. You have some strong words in there.

Mr. Bonnett - I know and I do that to give me a frame of reference. I back off from it, except this person who missed the test is not making it up, plus late homework - I nail them. If it's in the right pile it gets graded on time, if it's in the

wrong pile I may forget it. Lost programs -- the students have a chance to re-type them.

Mr. Myrah - It's just that, "No exception," tends to bother me.

Mr. Bonnett - You need a fudge factor - if a student blows a test, extra points for participation will give them a chance to come up. I have some criteria listed here. If you're chronically late for class, and if you're sitting at a 59.9, you get the "F."

Dr. Dixon - A statement from Dr. Buckalew

I commend your scheduled effort to provide information and faculty interaction on the need for and structure of course syllabi. It is my opinion that this document constitutes a contract between the faculty/university and a student, and it should be as thorough and pointed as possible. I also feel that the typical "philosophical" course goals or objectives expressed in such a document must be made "behavioral," i.e. measurable, and students must be informed that their academic performance on exams and required work, as opposed to "extra credit, bonus, or excuse-selling" is the only acceptable basis for a grade. The credit (or blame) for a student's course performance must be predominantly the responsibility of the student, once provided the "rules of the game." Above the abbreviated course description in a catalogue, the course syllabi should be the primary document reflecting what was or was not covered in any particular course offering and what standards were applied.

I offer the above comments for your consideration and use in the colloquium, as my full time job responsibilities (hours) preclude my attendance. Best wishes for a successful venture!

Dr. Lyon - There are some other things like participation. When I first came here, trying to develop a syllabus with this thing called participation --, I don't use it as a fudge factor. I give them 5 points for participation, 5% of their grade and I count how many times they're there; 1/2 if they're late and a full point if they're there. If's pretty clear and pretty straight and any student should be able to calculate their grade based on that.

Mr. Newberry - I think participation depends on the course, some courses I've got -- about the only thing you can measure is attendance. In my math class, you have to put problems on the board and if they don't have their homework and they're not prepared, they're docked for participation and it's very clear. I don't particularly care if they miss the problem, but if they make no effort, they're not prepared and that's in the syllabus. We've has some discussion about tests, no make-ups unless we know in advance a student will be gone. There may be an exception but it normally doesn't surprise students when they're not going to be in class. They don't get pneumonia on the door step, they know when they're going to be sick. Some students will habitually, course after course, not be in class for a test. your Students will take advantage if you let them miss tests for reasons that aren't valid and knowing in advance what they are -- sometimes you can have some influence on it. You can tell them whether it's going to be excused or not.

Dr. Lyon - Dr. Bowling mentioned a division policy -- that we would have one set date for a professor to have makeup tests. If a test is excused or unexcused, they make it up on a specific

date. They get one and one half hours to do it. There is no makeup possible on the final exam. If they need to take it early, they take it on the day of the makeup exams. That's worked out effectively for me. every professor should proctor his own exam. I think rating sheets would be inside the syllabus. When they get it they know what they're rated on. I may not have each of my objectives stated in a formal process objective mode but by the time they finish reading the syllabus, they know what's expected in a way they can understand.
Schooling and learning hasn't been mentioned much and that's one of my pet activities. Sometimes we get so wrapped up in the schooling process that we fail to center our attention on the notion of learning and behavior that should come with learning. What is it that's going on that's going to change them. There needs to be something about the nature of the program/course that changes them. I would like to see more interaction regarding, "What is it we're doing to help people learn?"
Dr. Dixon - You'll be receiving an evaluation for this session and part of the evaluation will have a listing of topics for later colloquia. You may want to have another colloquium and have a section within it which deals with issues not covered in this meeting.
The Colloquium then adjourned.

**Results of the Colloquium Concerning Syllabi Evaluation Survey**
**November, 1990**

The following are the results of the Colloquium Concerning Syllabi Evaluation Survey. The results are provided for the use of the University's Vice President For Academic Affairs and Division Chairs, in collaboration with divisional faculty, in the planning and improvement of future colloquia.

**PART I: CONCURRENCE**

Part I of the survey was designed to determine the extent to which each participant agreed or disagreed to a series of statements concerning the colloquium and its outcomes. Each person was to place a check in the box which represented their level of agreement with each statement. Table I shows the percentage of respondents in agreement with the statements listed.

**1= Strongly Agree 2= Agree 3=Disagree**
**4= Strongly Disagree NO= No Opinion**

**TABLE 1: CONCURRENCE RESULTS**

| STATEMENTS | PERCENTAGE RESPONSE 1 | 2 | 3 | 4 | NO |
|---|---|---|---|---|---|
| 1. I am more knowledgeable about the types of syllabi being used at UCT than before the colloquium. | 16.6 | 58.3 | 16.6 | 8.3 | 0.0 |
| 2. I am more knowledgeable about what research identifies as components of effective syllabi than before the colloquium. | 8.3 | 33.3 | 25.0 | 16.6 | 16.0 |
| 3. I am more knowledgeable concerning reasons for including various components within syllabi than before the colloquium. | 0.0 | 58.3 | 8.5 | 25.0 | 8.3 |
| 4. I believe I gained some ideas for improving the design of my syllabi in the future. | 16.6 | 50.0 | 8.3 | 25.0 | 0.0 |
| 5. The brief review of literature materials distributed prior to the colloquium was of benefit to me. | 25.0 | 41.7 | 8.3 | 25.0 | 0.0 |
| 6. The method by which the colloquium was conducted was appropriate. | 16.6 | 41.7 | 8.3 | 8.3 | 25. |
| 7. The location of the colloquium was appropriate. | 33.3 | 58.3 | 0.0 | 0.0 | 8.3 |
| 8. The length of time of the colloquium was appropriate. | 41.7 | 41.7 | 8.3 | 0.0 | 8.3 |
| 9. The number of presenters was appropriate. | 33.3 | 41.7 | 16.6 | 0.0 | 8.3 |
| 10. The amount of time devoted to discussion was appropriate. | 33.3 | 41.7 | 8.3 | 8.3 | 8.3 |
| 11. The presentations prior to the discussion were appropriate in content. | 16.6 | 58.3 | 8.3 | 0.0 | 16.6 |
| 12. The presentations prior to the discussion were appropriate in length. | 41.7 | 33.3 | 0.0 | 0.0 | 25.0 |

The following comment was written in the margin in this section; "I particularly enjoyed the pre-colloquium handout- it was excellent and well formatted for ease of reading and knowledge retention." [1]

Based upon the responses of the faculty attending the colloquium, there is an indication of general agreement with the statements as shown in Table I. Therefore, it is concluded that the colloquium accomplished the objectives for which it was designed.

**PART II: BRIEF RESPONSE**

Part II of the Evaluation Survey required brief responses from participants in the colloquium to a series of questions designed to determine how participants would change the colloquium. The following is an exact listing of the responses as they were written on the surveys. ([Number] following each response refers to the survey respondent number.)

**Question:**
**1. If I would have planned the colloquium I would have.....**

**Responses:**
..Provided university guidelines (if acceptable) for some uniformity in format (not content however) [1]
..Brought in outside expert. [2]
..N/A [3]
..A second period for those who could not make the first session. [5]
..Developed a discussion activity vs lecture [6]
..an informal meeting [7]
..Cancelled [9]
..Chosen another subject [11]
..not changed a thing [12]

**Question:**
**2. The thing I liked best about the colloquium was .....**

**Responses:**
..the topic. [1]
..Very informative. Good to know that we all seem to think alike (sic). [3]
..Picked up some ideas to use [4]
..We got together for staff development. The idea was great! [6]
..Location [7]
..Nothing [9]
..the information gained [10]
..length [11]
..singleness of the subject. [12]

**Question:**
**3. The thing I liked least about the colloquium was....**

**Responses:**
..the extremism of the three sample syllabi [1]

..N/A [3]
..Lecture instead of growth centered?-How were examples selected? [6]
..not of the information I was already familiar with. [7]
..Time! [9]
.. Subject [11]
..Consider that some people did not come to participate. [12]

**COMMENTS:**
Faculty Sessions of this nature (whether by presentation, discussion or colloquium) are vital once or twice each semester (Spring & Fall) for ind faculty personnel self development. Need more in spite of a normal faculty resistance. [1]
Should have included legal advice. [2]
N/A [3]
(We need a focus group on this!) I was truly looking forward to the activity, but was disappointed in both method and content. I do not see grading &/or planning as a "game"-- moving from Chapter 1-> in order is rarely appropriate in my classes... at least not in many w/o break for additional materials, etc.--changing grades to suit me was hard concept to accept (impossible, in fact)... [6]
Audio-taping is threatening to informal discussion-- [7]
It was useful, short and informative. Any future such colloquia should be as informative and brief. [10]
No more [11]

Based upon the suggestions provided in this section of the evaluation, ideas and adjustments to future colloquia should be implemented.

## PART III. FUTURE EVENTS

The third and final section of the Evaluation Survey asked colloquium participants to rank order a list of possible topics for future colloquia and then select the preferred mode of conducting a colloquium for each particular subject. Table 2 rank orders the future events in order of priority based upon the number of points received ( 1 most important, 2 less important), and the number of respondents selecting each potential mode of conducting the event. Those respondents who gave two responses for one event are not counted in the preferred mode tally.

**TABLE 2: FUTURE EVENTS RANK ORDERED WITH PREFERRED MODE OF DELIVERY**

| | | PREFERRED MODE OF CONDUCTING | | | | | |
|---|---|---|---|---|---|---|---|
| FUTURE EVENTS | TOTAL POINTS | A | B | C | D | E | F |
| Functions of University Offices | 18 | 1 | 1 | | | 1 | |
| Teaching Through Outcomes Activities | 21 | | 2 | 2 | | | |

| FUTURE EVENTS | TOTAL POINTS | PREFERRED MODE OF CONDUCTING A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| Designing Effective Interns & Practicums | 28 | | 1 | | 1 | 2 | |
| Product Outcome Grading | 29 | 2 | 1 | 1 | | 1 | |
| Effective Teaching Methods | 29.5 | | 2 | 1 | | | 1 |
| Library Usage in Course Planning | 31 | | 4 | 1 | 2 | | |
| Admission | 32 | | 2 | 1 | 2 | 1 | |
| Conducting Research | 32 | | 2 | 2 | 1 | 1 | 1 |
| Career Planning | 34 | | 3 | 2 | | 1 | |
| Writing Grants | 37 | 1 | 1 | 3 | | 1 | |
| Advising Students | 37 | 1 | 1 | 1 | 2 | 1 | |
| How to Design Curriculum | 41 | | | 5 | 1 | | |
| OTHERS (Items not on the survey, but listed by respondents) | | | | | | | |
| Tests (Types, grading) | 1 | | | | | | |
| Compensation | 1 | 1 | | | | | |
| Function and Role of Admin Council | 1 | 1 | | | | | |
| Function and role of the Board of Regents | 2 | 1 | | | | | |
| Faculty Inspiration | 1 | | 1 | | | | |
| Student Placement | 6 | | | | 1 | | |
| Student Outcomes | 7 | | | | | 1 | |

Based upon data collected in this section of the evaluation, future colloquia should focus upon the functions of various University offices and teaching through outcomes activities.

# APPENDIX A

# MEMORANDUM

**TO:** Dr. Weldon J. Bowling,
Chair, Division of Management and Business
Dr. Pauline S. Moseley,
Chair, Division of Applied Social Sciences
Mr. Roy F. Bonnett, Jr.
Chair, Division of Technological Studies
**FROM:** Dr. Terry P. Dixon,
Vice President for Academic Affairs
**DATE:** September 26, 1990
**SUBJ:** Syllabi Colloquium

Earlier this year at the Academic Leadership Retreat we discussed the need for a workshop concerning syllabi. There seemed to be a general consensus that it be important to involve faculty in the development of what might be included in a typical syllabus and in the presentation of the workshop. For this reason the workshop program has been planned to involve a 15 minute presentation from each division, followed by an open discussion with full faculty.

Please meet with your division and select a syllabus presently being used which exemplifies the sections your division believes should be included within a syllabus. Someone in your division should also be selected to present your division's selected syllabus at the colloquium. They should plan to inform those present why the particular syllabus was selected. The following is a guide to assist you and/or the person selected to make the presentation for your division, in preparing for the November 1, colloquium concerning syllabi. Please use it as you plan your section of the program so that we may remain on task and have a brief, but effective colloquium.

It is important that presenters keep in mind that their section of the program should:

1. Be kept under **15 minutes**
2. Focus on **describing the sections** of the syllabus your division has chosen to share with other divisions (you may want to ask the person whose syllabus is chosen to do the presentation)
3. **Include copies** of the syllabus for distribution (Get a copy to my office by October 22, so it can be included in the syllabus guide being constructed for the colloquium. It should not exceed three pages.)
4. **Not be a discussion**, but a one-way presentation (discussion

time has been reserved after all presentations are complete)

5. <u>Get the name of the presenter to me by October 22</u>, so that that their name can be printed on the program.

**It is important that all presenters be aware that they are to make their presentation and not permit questions until the discussion period has begun.** This will allow all divisions to make their presentations within the time frame scheduled for the colloquium, and still permit questions and discussion without the colloquium becoming long, drawn out and ineffective.

The **objectives** of the syllabus colloquium **are**:

1. **To generate discussion** concerning the construction of syllabi.
2. **To provide a forum for sharing** samples of syllabi being used by University faculty.
3. **To encourage the faculty to think critically** about the design and function of a syllabus.
4. **To encourage a closer relationship** between what is described on syllabi and what is actually being carried out during classes.
5. **To provide a forum for** affiliate **faculty** to participate in **curricular improvement** through an awareness of a variety of syllabi designs.

Thank you.

## COLLOQUIUM CONCERNING SYLLABI

Welcome. I appreciate your taking the time to attend this colloquium. This colloquium is the result of :

(1) A request last Spring by the Faculty Council ;
(2) A recommendation based upon the results of the Fall 1989 student perception survey, and;
(3) Suggestions made at the UCT Academic Leadership retreat this Fall.

The purpose of this colloquium is to provide an opportunity for sharing and discussing the development of syllabi so that we may be better informed as to the components which are characteristic of effective syllabi.

After reviewing materials and participating in the colloquium participants should be more knowledgeable concerning:

(1) The different types of effective syllabi being used at UCT;
(2) What research identifies as components of effective syllabi, and;
(3) The reasons for including various components within syllabi.

In addition, it is hoped that the colloquium will generate ideas for each of us to redesign our syllabi in order that they may be even more effective with each semester they are used.

We will begin with four fifteen minute presentations. I ask that you please save your questions until all presenters have delivered their presentation so that we may complete the colloquium in as reasonable an amount of time as possible. At that time we will begin the open discussion.

Our four presenters today will be Ms. Melinda Guthrie, University Librarian, Dr. Weldon Bowling, of the Division of Management and Business; followed by Dr. Darrel DeGraw, of the Division of Applied Social Sciences, followed by Mr. Roy Bonnett, of the Division of Technological Studies.

Ms. Guthrie.....

Thank you, Ms. Guthrie. Dr. Bowling.....

Thank you Dr. Bowling. Dr. DeGraw.....

Thank you Dr. DeGraw. Mr. Bonnett.....

Thank you Mr. Bonnett. The floor is now open for discussion.

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Chair, Division of Management and Business
Dr. Pauline S. Moseley,
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Thank you.

APPENDIX B

UNIVERSITY OF CENTRAL TEXAS
ADVANCED CRIMINOLOGY
CJUS 3303 FALL 1990

COURSE DESCRIPTION: An analysis of major theories concerning a criminal and delinquent behavior, analysis of major types of crimes, examination and evaluation of methods and programs of prevention, control, and treatment in relation to criminal justice agencies.

COURSE OBJECTIVES: Upon successful completion of this course the student will be able to:

1. Explain the various theories of criminology and the historical application, as well as the relationship with contemporary problems today.

2. List the various determinants of crime and apply the appropriate criminological theories of such determinants.

3. Compare the positive and negative factors of current correctional rehabilitation techniques.

4. Identify the major effects of crime upon society, the criminal, and the criminal justice system.

5. Explain the different methods of deviancy and crime measurement, and the strengths and weakness of each method.

6. Understand the basics of white collar crime, organized crime, terrorism, and the death penalty.

COURSE TEXT: Reid, Sue Titus, Crime and Criminology; Holt, Rinehart and Winston, New York, NY, 1988, 5th Ed.

COURSE GLOSSARY: Included within text.

COURSE REQUIREMENTS: There will be two examinations, a mid-term and a final, each worth 100 points; one paper worth 60 points; and attendance and participation. (30 for attendance, 10 for participation). The final examination will be comprehensive.

COURSE GRADING: Grades will be awarded on the basis of: 90 & + = A; 80 - 89% = B; 70 - 79% = C; 60 - 69 = D.

COURSE BIBLIOGRAPHY: N/A

COURSE ALERTS: From the UCT Catalogue

A. Official withdrawals from courses taken at the University must be initiated by the student with the appropriate division
..... No student may withdraw from any course during the last two weeks of the course(s). (p39-40)

B. The University reserves the right, upon recommendation of the course instructor, to withdraw any student with a grade of "W/F" who has been absent from class for six (6) consecutive hours or ten (10) class hours total. (P42)

C. All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. (mentioned are plagiarism, collusion, cheating) (p42)

COURSE OUTLINE: The following schedule is provided as a guide and plan of approach. It is possible to deviate from the schedule.

| | | | |
|---|---|---|---|
| Aug 28 | T | Introduction of course, instructor students. | Syllabi |
| Aug 30 | R | Introduction to Crime | Chpt 1 |
| Sep 4 | T | Crime and Morality | |
| 6 | R | Measurement of Crime (UCR) | Chpt 2 |
| 11 | T | NCS, SRO, CCS; Characteristics | |
| 13 | R | Theories | Chpt 3 |
| 18 | T | More Theories | |
| 20 | R | Punishment Theories | |
| 25 | T | Biological/Psychological Theories . | Chpt 4 |
| 27 | R | Psychological/Sociological Theories | |
| Oct 2 | T | Social Structure | Chpt 5 |
| 4 | R | Sociological | Chpt 6 |
| 9 | T | Social Process, Review | RS 1 (1-6) |
| 11 | R | Examination No. 1 | Exam 1 |
| 16 | T | Crimes of Violence | Chpt 7 |
| 18 | R | Crimes of Violence | |
| 23 | T | Property Crimes | Chpt 8 |
| 25 | R | Property Crimes Pt II | |
| 30 | T | White Collar Crime | Chpt 9 |
| Nov 1 | R | Organized Crime | Chpt 10 |
| 6 | T | Terrorism | |
| 8 | R | CJ System, Process | Chpt 11 |
| 13 | T | Police | Chpt 12 |
| 15 | R | Police | |
| 20 | T | Courts | Chpt 13 |
| 27 | T | Death Penalty/Sentencing | |

| | | | | |
|---|---|---|---|---|
| Nov | 29 | R | Confinement | Chpt 14 |
| Dec | 4 | T | Corrections; Review #2 | RS #2 |
| | 6 | R | Final Examination | Exam 2 |
| | 11 | T | Critique, Wrap Up | |

COURSE REMARKS: Examinations are multiple choice, true and false, matching, short answer, identification, and/or essay.

INSTRUCTOR: Dr. Darrel DeGraw
Office Phone: 526-1135
Office: UCT Bldg. Room 126
Office Hours: B Appointment
Class Time: T TH 9:30 - 10:50 A.M.

NOTE: The instructor has the right to change the syllabus and final grading structure where and when deemed appropriate. However, all changes will be provided to all currently enrolled students in writing.

UNIVERSITY OF CENTRAL TEXAS
PADM 6311
URBAN PLANNING
FALL 1989

I. Course objective:

The nature of local government planning can vary considerably in focus, substance, and style, depending on the type of community or area being planned. This course provides for a detailed survey of different environments in which planning is practiced: urban, state, and regional.

II. Required Text:

So, Frank S. and Getzels, Judith editors, The Practice of Local Government Planning, 2nd Ed., Washington, D.C., International City Managers Association, 1988.

Banfield, Edward Co., The Unheavenly City Revisited , Boston, Little-Brown and Company, 1974, will be the major reserved reading.

III. Course Requirements:

The course will be presented as a seminar. Students will be required to read the assigned readings and will be discussed in class. There will be four examinations and a research paper analyzing a sector of urban planning. The research paper will examine the needs, politics, costs and management of the plan proposed. The format of the paper will be discussed at the initial class meeting.

IV. Scholastic Integrity:

The highest standards of scholastic honesty will be maintained. Student must avoid plagiarism, collusion, or cheating. All work for the course must be your own words. Written work for the course may not be used to satisfy requirements for any other courses at UCT. Students who violate these standards will fail the course.

V. Attendance:

Attendance is required in accordance with the current UCT catalogue. If you must be absent contact the instructor as soon as possible.

VI. Grading:

| | |
|---|---|
| Examinations: | 60% |
| Research Paper: | 40% (Late paper will not be accepted) |

VII. Make-up Policy:

All exams will be made up on December 9, 1989, at 9:00am until 12:00, in a room to be designated by the Division Chairperson. No exceptions will be made.

VIII. Incomplete Grades:

No "I" (incomplete) grade will be given unlesss an extreme emergency arrives and then will be approved by the Division Chairperson.

IX. The instructor reserves the right to change any part of the syllabus during the semester. If any change is made, the class will be notified immediately and an errata will be issued.

X. Instructor/Course Information:

| | |
|---|---|
| Instructor: | Dr. Weldon J. Bowling |
| Office: | Room U-127 |
| Phone: | 526-1126 (office) |
| Hours: | By appointment only |
| Class Meeting: | Wednesday, 7:30 - 10:00 pm<br>Room U-224 |

XI. Course Outline and Schedule:

| Date | Green Book | Banfield | Note |
|---|---|---|---|
| Aug. 30 | 1-2 | | |
| Sept. 6 | 3 | 1 | |
| 13 | 4 | 2 | |
| 20 | 5 | 3 | Examination (1-4 Banfield) |
| 27 | 6 | 4 | |
| Oct. 4 | 7 | 5 | |
| 11 | 8 | 6 | |
| 18 | 9 | 7 | Examination (5-8 Banfield) |
| 25 | 10 | 8 | |
| Nov. 1 | 11 | 9 | |
| 8 | 12 | 10 | Research Paper Due |
| 15 | 13 | 11 | Examination (9-12 Banfield) |
| 22 | 14 | 12 | |
| 29 | 15 | | |
| Dec. 6 | 16 | | Fianl Exam (13-16 Banfield) |
| 13 | Critique | | |

UNIVERSITY OF CENTRAL TEXAS
ADVANCED CRIMINOLOGY
CJUS 3303 FALL 1990

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COURSE REQUIREMENTS: There will be two examinations, a mid-term and a final, each worth 100 points; one paper worth 60 points; and attendance and participation. (30 for attendance, 10 for participation). The final examination will be comprehensive.

COURSE GRADING: Grades will be awarded on the basis of:90 & + = A; 80 - 89% = B; 70 - 79% = C; 60 - 69 = D.

COURSE BIBLIOGRAPHY: N/A

COURSE ALERTS: From the UCT Catalogue

A. Official withdrawals from courses taken at the University must be initiated by the student with the appropriate division
..... No student may withdraw from any course during the last two weeks of the course(s). (p39-40)

B. The University reserves the right, upon recommendation of the course instructor, to withdraw any student with a grade of "W/F" who has been absent from class for six (6) consecutive hours or ten (10) class hours total. (P42)

C. All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. (mentioned are plagiarism, collusion, cheating) (p42)

COURSE OUTLINE: The following schedule is provided as a guide and plan of approach. It is possible to deviate from the schedule.

| | | | |
|---|---|---|---|
| Aug 28 | T | Introduction of course, instructor students. | Syllabi |
| Aug 30 | R | Introduction to Crime | Chpt 1 |
| Sep 4 | T | Crime and Morality | |
| 6 | R | Measurement of Crime (UCR) | Chpt 2 |
| 11 | T | NCS, SRO, CCS; Characteristics | |
| 13 | R | Theories | Chpt 3 |
| 18 | T | More Theories | |
| 20 | R | Punishment Theories | |
| 25 | T | Biological/Psychological Theories | Chpt 4 |
| 27 | R | Psychological/Sociological Theories | |
| Oct 2 | T | Social Structure | Chpt 5 |
| 4 | R | Sociological | Chpt 6 |
| 9 | T | Social Process, Review | RS 1 (1-6) |
| 11 | R | Examination No. 1 | Exam 1 |
| 16 | T | Crimes of Violence | Chpt 7 |
| 18 | R | Crimes of Violence | |
| 23 | T | Property Crimes | Chpt 8 |
| 25 | R | Property Crimes Pt II | |
| 30 | T | White Collar Crime | Chpt 9 |
| Nov 1 | R | Organized Crime | Chpt 10 |
| 6 | T | Terrorism | |
| 8 | R | CJ System, Process | Chpt 11 |
| 13 | T | Police | Chpt 12 |
| 15 | R | Police | |
| 20 | T | Courts | Chpt 13 |
| 27 | T | Death Penalty/Sentencing | |

| | | | |
|---|---|---|---|
| Nov 29 | R | Confinement | Chpt 14 |
| Dec 4 | T | Corrections; Review #2 | RS #2 |
| 6 | R | Final Examination | Exam 2 |
| 11 | T | Critique, Wrap Up | |

COURSE REMARKS: Examinations are multiple choice, true and false, matching, short answer, identification, and/or essay.

INSTRUCTOR: Dr. Darrel DeGraw
Office Phone: 526-1135
Office: UCT Bldg. Room 126
Office Hours: B Appointment
Class Time: T TH 9:30 - 10:50 A.M.

NOTE: The instructor has the right to change the syllabus and final grading structure where and when deemed appropriate. However, all changes will be provided to all currently enrolled students in writing.

UNIVERSITY OF CENTRAL TEXAS
Division of Technological Studies

CSCI 3310 01 Data Structures and Algorithm Analysis

Fall 1990

I Overview:

CSCI 3310 01 studies and analyzes the more useful internal memory data structures. Topics, such as matrices, stacks, queues, recursion, sorting techniques and analysis, tree structures, dynamic memory allocation and reclamation, and analysis of implementing algorithms are comprehensively studied and programmed. Emphasis is placed on proficiency toward the selection of the correct data structure to solve specific in-class and/or assigned problems. All algorithms are expressed and implemented in Borland's TURBO Pascal.

Prerequisite: Programming proficiency in two (2) contemporary computer languages ***WARNING: If the student does not possess this stated proficiency he/she will certainly experience difficulties!***

II. Objectives:

Upon successful completion of this course of study each student will be capable of the following:

A Demonstrate the advantages and disadvantages of each studied internal memory data structure by selecting data structures requisite to program system analysis, specifications, design, and other programming assignments, and examinations.

B Implement studied in-memory data structures, searching and sorting techniques, recursion and tree structures through class participation, quizzes, programming assignments, and examinations.

C. Demonstrate proficiency in the derivation and formulation of internal data structure algorithms and their inherent program abstraction through class participation, quizzes, programming assignments, and examinations.

D. Apply analysis and design techniques to non-numeric algorithms which act on data structures through class participation, quizzes, programming assignments, and examinations.

E Demonstrate proficiency in interpreting, translating, and implementing professionally published algorithms through research papers, class participation, programming assignments, and examinations.

F. Utilize algorithm analysis and design criteria in the selection of methods for data manipulation in the environment of a database management system through class participation, quizzes, programming assignments, and examinations.

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III. **Instructional Materials:**

A. Kruse, Robert L. (1987). Data Structures & Program Design. Englewood Cliffs: Prentice-Hall.

B. Any good Pascal reference guide (optional and may be obtained in the library).

C. Selected handouts. (Provided by Professor)

D. A minimum of one (1) DS/DD 5.25 inch diskette. Two (2) diskettes are strongly recommended[1].

IV. **COURSE REQUIREMENTS AND STRUCTURE:**

A. **Reading Assignments:**

Class meetings will consist of lecture/discussion and problem solving experiences. Students are expected to read and study the material assigned for each class period, including occasional outside readings, prior to arriving in scheduled class. The student may be required to present his/her solution(s) to assigned homework problem(s).

B. **Class Performance:**

Regular class attendance is required. Roll will be taken each scheduled class period. Although it is clearly recognized that not all students are able to attend every class, each student is responsible for all material covered and/or assigned. Therefore, it is the responsibility of the student to make arrangements for obtaining subject matter covered during his/her absence.

**Attendance Policy Note:**

In accordance with The University of Central Texas policy as outlined in the current catalogue, an instructor **MUST** administratively withdraw a student from class if the student has six (6) consecutive or ten (10) total hours of unexcused absences.

C. **Homework:**

Homework and/or programming assignments are assigned in accordance with the enclosed Course Outline and Reading Assignments schedule. Homework will be turned in prior to beginning of class period due and must be neat and legible[2]. Homework is graded and returned by next scheduled class. Students may be required to present their solutions during scheduled class periods.

---

[1] WARNING: Lost programs and similar excuses are not tolerated at the Junior/Senior level for Computer Science majors.

[2] Late homework is penalized 10% per class period late unless arrangements are made prior to due date.

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D. **Quizzes:**

A quiz over past material and the current reading assignment may be given during each class period during the semester.

E. **Examinations:**

Three (3) examinations to include a final examination are administered during the semester in accordance with the Course Outline and Reading Assignments schedule[1]. The final examination is comprehensive.

F. **Scholastic Honesty:**

Reference is made to page 45 of the current UCT catalogue which outlines the provisions for scholastic honesty. These provisions will be and are strictly enforced.

G. **Program Grading Criteria:**

Program Evaluation Sheet is enclosed.

H. **Grade Computation:** See enclosed contract for grade.

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[1]Missed examinations can be made up IFF (If and only IF) prior arrangements are made. No exceptions!!!!

## COURSE OUTLINE AND READING ASSIGNMENTS:

| Meeting Date: | Activity | Assignment |
|---|---|---|
| August 27 | 1. Administration | Syllabus/Lecture |
| | 2. Programming Principles | Chapter 1 |
| | 3. The Pascal Language | Lecture |
| | 4. In-class exercise | Handout |
| | 5. Introduction to Software Engineering | Chapter 2 |
| | 6. Program Documentation Standards | Handout |
| | 7. UCT Microcomputer Lab Policy and Procedures | Handout |
| | 8. Program #1 Assignment | Handout |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| September 3 | 1. Program #1 | Review |
| | 2. Arrays and Matrices | Lecture |
| | ..basic terminology | |
| | ..addition of 2 matrices | |
| | ..substraction of 2 matrices | |
| | ..multiplication of a matrix by a constant | |
| | ..multiplication of 2 matrices | |
| | ..algorithm development | |
| | ..In-class exercise | Handout |
| | ..Program #2 Assignment | Handout |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| September 10 | 1. Program #1 | Due Thursday |
| | 2. Program #2 | Review |
| | 3. Continuation of Week #2 | |
| | 4. String and Character Manipulation | Lecture |
| | ..definitions | |
| | ..applications | |
| | ..Pascal String extensions | |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| September 17 | 1. Program #2 | Due Thursday |
| | 2. Recursion | Chapter 8 |
| | 3. Removal of Recursion | Appendix B |
| | 4. Program #3 Assignment | Handout |
| | 5. Article #1 Review | Due Thursday |

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| Meeting Date: | Activity | Assignment |
|---|---|---|
| September 24 | 1. Program #3<br>2. Sorting<br>..definitions<br>..Bubble Sort<br>..Insertation Sort<br>..Selection Sort<br>..Shell Sort<br>..QuickSort | Review<br>Chapter 7 |
| **Meeting Date:** | **Activity** | **Assignment** |
| October 1 | 1. Sorts continued<br>2. Program #4 | <br>Handout |
| **Meeting Date:** | **Activity** | **Assignment** |
| October 8 | 1. Program #4<br>2. Program #3<br>3. Searching<br>..Sequential Search<br>..Binary Search<br>..Indexed Search Techniques<br>4. Test #1<br>5. Test #1 | Review<br>Due Thursday<br>Chapter 5<br><br><br>Time Permitting<br><br>Tuesday Review<br>Thursday |
| **Meeting Date:** | **Activity** | **Assignment** |
| October 15 | 1. Test #1<br>2. Linked lists<br>..definitions<br>..singly linked lists<br>..circular linked lists<br>..doubly linked lists<br>..algorithm design | Returned/Critique<br>Chapter 4 |
| **Meeting Date:** | **Activity** | **Assignment** |
| October 22 | 1. Linked lists<br>3. Program #5 | Continued<br>Handout |
| **Meeting Date:** | **Activity** | **Assignment** |
| October 29 | 1. Program #5<br>2. Program #4<br>3. Binary Trees<br>..Inorder traversal<br>..Postorder traversal<br>..Preorder traversal | Review<br>Due Thursday<br>Chapter 9 |

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| Meeting Date: | Activity | Assignment |
|---|---|---|
| November 5 | 1. Search trees<br>..definitions<br>..implementation algorithms<br>..Binary tree search | Chapter 9 continued |
| | 2. Program #5 | Due Thursday |
| | 3. Program #6 | Handout |
| | 4. Article #2 Review | Due Thursday |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| November 12 | 1. Program #6 | Review |
| | 2. Trees and Graphs | Chapter 10 |
| | 3. Review for Test #2 | Lecture |
| | 4. Test #2 | Thursday |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| November 19 | 1. Test #2 | Returned/Critique |
| | 2. Lists | Chapter 3 |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| November 26 | 1. Lists | Chapter 3 continued |
| | 2. Program #7 | Handout |
| | 3. Case Study: The Polish Notation | Chapter 12 |
| | 4. Program #7 | Handout |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| December 2 | 1. Program #7 | Review |
| | 2. Make-Up Week | |
| | 3. Review for Final Exam | Lecture |
| | 4. Program #6 | Due Thursday |

| Meeting Date: | Activity | Assignment |
|---|---|---|
| December 9 | 1. Comprehensive Final Exam | Tuesday |
| | 2. Program #7 | Due Thursday |

## CONTRACT FOR GRADE

**"A" Grade** In accordance with the schedule:

1. Complete 7 programs with an overall average grade of 90%.
2. Write two (2) article review/reaction papers with a minimum grade of "A-". May resubmit paper once and average the first and second grades.
3. Score an average of 87.5% or better on the three (3) examinations.
4. Score an average of 85% or better for quizzes excepting lowest quiz.
5. Have excellent attendance and class participation[1].

**"B" Grade** In accordance with the schedule:

1. Complete 6 programs with an overall average grade of 90%.
2. Write an article review/reaction paper with a minimum grade of "B+". May resubmit paper once and average the first and second grades.
3. Score an average of 80% or better on the three (3) examinations.
4. Score an average of 78% or better for quizzes excepting lowest quiz.
5. Have good attendance and class participation[1].

**"C" Grade** In accordance with the schedule:

1. Complete 5 programs with an overall average grade of 85%.
2. Write an article review/reaction paper with a minimum grade of "B-". May resubmit paper once and average the first and second grades.
3. Score an average of 70% or better on the three (3) examinations.
4. Score an average of 65% or better for quizzes excepting lowest quiz.
5. Have satisfactory attendance and class participation[1].

[1] ***Class Participation*** uses the following criteria:

| | | |
|---|---|---|
| A. | Class Attendance: | 1.0 point reduction for unexcused absences. |
| B. | Class Preparation: | 0.5 point reduction for inability to participate an answer specific questions whether or not correct. |
| C. | Tardy Homework: | 1.0 point reduction for unexcused late homework (per occurrence). |
| D. | Class Arrival: | 0.5 point reduction for unexcused late class arrival. |

---

I wish to contract for the following grade (circle one). I further understand that I will only receive the grade earned in accordance with the above criteria regardless of this contract.

A B C

_____
Signature

_____ _____
Name Printed Telephone

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APPENDIX C

## 1990 UNIVERSITY OF CENTRAL TEXAS ACADEMIC AND SERVICE PROGRAMS SURVEY

UCT would like for you to "grade" the academic programs and services we provide. The purpose of the grading is to assess your opinion of how well the University is doing in meeting your educational needs. You need not identify yourself.

I. BACKGROUND INFORMATION: Please check the appropriate boxes below:

A. SEX: Male [ ] Female [ ] B. AGE: _____ Years

C. LEVEL OF EDUCATION: Check ALL degrees you HOLD.

Associate Degree [ ] Master's Degree [ ]
Bachelor's Degree [ ] Doctor's Degree [ ]

D. SOURCE: Please check only one.

Active Military [ ] Retired Military [ ]
Husband/wife military [ ] Non-military [ ]

E. EDUCATIONAL PLANS: Please check the box in the appropriate column:

| I plan to: | Yes | No | NA |
|---|---|---|---|
| 1. Continue my education, after graduation, by earning a higher degree: | [ ] | [ ] | [ ] |
| 2. Complete my Master's Degree at UCT | [ ] | [ ] | [ ] |
| 3. Recommend UCT programs to friends | [ ] | [ ] | |
| 4. Support UCT financially after graduation | [ ] | [ ] | |

F. FIRST ENROLLMENT: Year & semester you first enrolled at UCT? ___/___

G. Did you complete last year's survey? Yes [ ] No [ ]

H. The one most important reason I chose to attend UCT was because of:

1. Receiving financial aid ____
2. Convenience of location ____
3. Programs which are offered ____
4. The times courses are offered ____
5. Other _____ ____

I. I would rate the necessity of having a student orientation meeting as:

<---- Not very necessary----------Very Necessary--->

1 2 3 4 5 6 7 8 9 10

J. Do you prefer an orientation meeting to be:

[ ] A formal group meeting [ ] Unnecessary
[ ] A scheduled informal- "drop in" meeting [ ] Other _____

II. INSTRUCTION & CURRICULUM OF the UNIVERSITY OF CENTRAL TEXAS

Based upon **all the classes** you have taken at UCT, how would you grade UCT instructors concerning the (Circle the grade for each item):

| | | | | | |
|---|---|---|---|---|---|
| A. Knowledge of subject matter | [A] | [B] | [C] | [D] | [F] |
| B. Ability to present and interpret subject matter | [A] | [B] | [C] | [D] | [F] |
| C. Ability to stimulate you academically | [A] | [B] | [C] | [D] | [F] |
| D. Quality of the courses you have taken | [A] | [B] | [C] | [D] | [F] |
| E. Quality of assigned course: | | | | | |
| 1. Textbooks | [A] | [B] | [C] | [D] | [F] |
| 2. Reading materials | [A] | [B] | [C] | [D] | [F] |
| F. Quality of the syllabi for your classes | [A] | [B] | [C] | [D] | [F] |
| G. Accuracy of the syllabi for your classes (Do the classes carry out what the syllabi state?) | [A] | [B] | [C] | [D] | [F] |
| H. Appropriateness of early class dismissals | [A] | [B] | [C] | [D] | [F] |
| I. Appropriateness of class cancellations | [A] | [B] | [C] | [D] | [F] |
| J. Involving you with the library | [A] | [B] | [C] | [D] | [F] |
| K. Out of class availability of instructors | [A] | [B] | [C] | [D] | [E] |

III. FACILITIES & MATERIALS RELATED TO INSTRUCTION

A. In general what would you grade the QUALITY of the (Check NU if you have NOT USED facility or materials):

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Buildings and rooms where classes are held: | | | | | | |
| On Fort Hood | [A] | [B] | [C] | [D] | [F] | [NU] |
| On main campus | [A] | [B] | [C] | [D] | [F] | [NU] |
| 2. Library resources available in your field as: | | | | | | |
| a. Text sources | [A] | [B] | [C] | [D] | [F] | [NU] |
| b. Journals/fiche sources | [A] | [B] | [C] | [D] | [F] | [NU] |
| c. Other sources: _____ | [A] | [B] | [C] | [D] | [E] | [NU] |
| 3. Physical facilities of library | [A] | [B] | [C] | [D] | [F] | [NU] |
| 4. Copy machine service | [A] | [B] | [C] | [D] | [F] | [NU] |
| 5. Computers Availability: | | | | | | |
| a. Public Use/Not Lab Computer | [A] | [B] | [C] | [D] | [F] | [NU] |
| b. Computers in the lab | [A] | [B] | [C] | [D] | [F] | [NU] |
| 6. Audio Visual equipment | [A] | [B] | [C] | [D] | [F] | [NU] |

B. In general what would you grade the AVAILABILITY of the:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Copy Machines in the library | [A] | [B] | [C] | [D] | [F] | [NU] |
| 2. Computers in the Library | [A] | [B] | [C] | [D] | [F] | [NU] |
| 3. Audio visual equipment | [A] | [B] | [C] | [D] | [F] | [NU] |

IV. ADMINISTRATION AND SERVICES:

How would you grade the QUALITY of (Check NA if NOT AWARE):

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Information about the University before admission | [A] | [B] | [C] | [D] | [F] | [NA] |
| 2. Information that you received from initial inquiry | [A] | [B] | [C] | [D] | [F] | [NA] |
| 3. Services provided during the admissions process | [A] | [B] | [C] | [D] | [F] | [NA] |
| 4. Procedures involved in the registration process | [A] | [B] | [C] | [D] | [F] | [NA] |
| 5. Transcript servicing | | | | | | |
| a. Speed of service | [A] | [B] | [C] | [D] | [E] | [NA] |
| b. Cost | [A] | [B] | [C] | [D] | [E] | [NA] |







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| | | | | | | |
|---|---|---|---|---|---|---|
| 6. Placement (Job hunting) Service | | | | | | |
| a. Adequacy | [A] | [B] | [C] | [D] | [E] | [NA] |
| b. Meeting your needs | [A] | [B] | [C] | [D] | [E] | [NA] |
| 7. Relations with: | | | | | | |
| a. Records Office | [A] | [B] | [C] | [D] | [F] | [NA] |
| b. Admissions Office | [A] | [B] | [C] | [D] | [F] | [NA] |
| c. Student Services Office | [A] | [B] | [C] | [D] | [F] | [NA] |
| d. VA Assistance Offices: | | | | | | |
| 1. Main Campus Office | [A] | [B] | [C] | [D] | [F] | [NA] |
| 2. Fort Hood Office | [A] | [B] | [C] | [D] | [F] | [NA] |
| e. Divisional Secretaries Office: | | | | | | |
| 1. Management & Business | [A] | [B] | [C] | [D] | [F] | [NA] |
| 2. Applied Social Sciences | [A] | [B] | [C] | [D] | [F] | [NA] |
| 3. Technological Studies | [A] | [B] | [C] | [D] | [F] | [NA] |
| f. Business Office | [A] | [B] | [C] | [D] | [F] | [NA] |
| g. Financial Aid Office | [A] | [B] | [C] | [D] | [F] | [NA] |
| 8. Personal contact with UCT after being a student | [A] | [B] | [C] | [D] | [F] | [NA] |
| 9. Obtaining information about financial assistance | [A] | [B] | [C] | [D] | [F] | [NA] |
| 10. Administration of financial assistance once granted | [A] | [B] | [C] | [D] | [F] | [NA] |
| 11. Student counseling services | [A] | [B] | [C] | [D] | [F] | [NA] |
| 12. Library hours | [A] | [B] | [C] | [D] | [F] | [NA] |
| 13. Orientation | [A] | [B] | [C] | [D] | [E] | [NA] |

V. <u>UCT Activity</u>: OPINIONS ABOUT THE UNIVERSITY: Circle the grade which you believe best reflects the extent to which UCT has:

| | | | | | |
|---|---|---|---|---|---|
| 1. PROMOTED conscious citizenship | [A] | [B] | [C] | [D] | [F] |
| 2. PROVIDED a setting characterized by moral responsibility and sensitivity | [A] | [B] | [C] | [D] | [F] |
| 3. STIMULATED your continuing intellectual curiosity | [A] | [B] | [C] | [D] | [F] |
| 4. PREPARED you for: | | | | | |
| a. Advanced study | [A] | [B] | [C] | [D] | [F] |
| b. Career advancement | [A] | [B] | [C] | [D] | [F] |
| 5. DEVELOPED your ability to: | | | | | |
| a. Synthesize knowledge | [A] | [B] | [C] | [D] | [F] |
| b. Communicate effectively | [A] | [B] | [C] | [D] | [F] |
| 6. PROVIDED opportunities to acquire: | | | | | |
| a. Ethical knowledge and values | [A] | [B] | [C] | [D] | [F] |
| b. Practical knowledge and values | [A] | [B] | [C] | [D] | [F] |
| 7. ENCOURAGED leadership and involvement | [A] | [B] | [C] | [D] | [F] |
| 8. PROVIDED services which fostered: | | | | | |
| a. SKILL development | [A] | [B] | [C] | [D] | [F] |
| b. Self AWARENESS | [A] | [B] | [C] | [D] | [F] |
| c. Personal GROWTH | [A] | [B] | [C] | [D] | [F] |
| d. Career DEVELOPMENT | [A] | [B] | [C] | [D] | [F] |
| e. A strong SELF CONCEPT | [A] | [B] | [C] | [D] | [E] |





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VI. <u>GENERAL INFORMATION</u>:

A. How hard do you feel you have had to work to earn your grades? (Circle one number)

<----- Not very hard ----------- Very Hard ---->

1 2 3 4 5 6 7 8 9 10

B. On average, how many times a week do you use the library? _____

C. How long is your AVERAGE use of the library? _____

D. Knowing what you know now about getting a university education, would you decide to attend a university if you had to make the decision over?

[ ] Yes [ ] No [ ] Unsure Why?: _____

E. If the University of Central Texas publicized those businesses which support it financially and their prices were comparable to other businesses, would you make an extra effort to do your purchasing at these businesses ?

[ ] Yes [ ] No Why?: _____

<u>COMMENTS:</u>

Thank you for your support and effort in completing this questionnaire/survey!

APPENDIX D

A List of Participants in the 1990 Colloquium Syllabi

Dr. Weldon Bowling - Chair, Division of Management and Business
Mr. Johnny Boardman - Instructor, Airway Science
Ms. Melinda Guthrie - University Librarian
Mr. Roy F. Bonnett - Chair, Division of Technological Studies
Dr. Pauline Moseley - Chair, Division of Applied Social Sciences
Dr. William Armistead - Assistant Professor of Psychology
Dr. Jo Ann E. Schilhab - Associate Professor of Psychology
Dr. Donald Plym - Professor of Psychology
Dr. Shirley Rombough - Associate Professor of Social Work
Mr. Steve Newberry - Assistant Professor of Computer Science
Dr. Barbara Lyon - Associate Professor of Business Administration, Management Science and Human Resource Management
Mr. Hal Myrah - Instructor of Business Administration and Management Science
Mr. Dusty Burnett - Assistant Professor of Accounting
Dr. Melinda Hickman - Instructor of Management Science
Dr. Darrel De Graw - Associate Professor of Criminal Justice
Dr. Will Mosier - Affiliate Faculty of Applied Social Sciences
Dr. Terry P. Dixon - Vice President for Academic Affairs
Mrs. Nancy Buckalew - Coordinator of Student Services